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When this stage has been reached, the time has come to make him translate the English sentences of the first lesson. First, ask him to do it at sight. It will be a good drill for him in the pronunciation of words he knows, in the application of principles he has already grasped, in the immediate use of moods, tenses and endings with which he is thoroughly acquainted. He will translate them all in a very short time, unhesitatingly, intelligently, pleased with the idea that he is able to express English ideas in the new language in such an easy way. Confidence—the most important feeling to create and to develop in a class—is aroused at once. Frequent reviews will materially increase it.

The teacher should then ask his class to write out the translation of the English sentences for the next day in order to make sure that they know the spelling of the words and to impress still better the expressions on their minds. Whether he corrects the Composition exercise at home, or on the board in the class room, or dictates his own translation, his task will be very light, for the mistakes will be few. His pupils will be able to apply rules and words in an intelligent way because the principles will have ripened in their minds and they will have a small but sufficient vocabulary at hand.

It is hardly necessary to add that the study of rules and French texts should be kept two or three weeks ahead of the Composition work throughout the year and chances for reviewing should be generously offered.

If the above suggestions are followed, Composition work will no longer be the "bête noire" of teachers and students. They will be elated with the success of their efforts and the road before them will be smooth and alluring.

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REFERENCE BOOKS FOR FRENCH.

TO THE EDITORS OF MOD. LANG. NOTES,

SIRS:—I have only just seen the review of my *Books of reference for students and teachers of French* published in the January number of your journal. Allow me to say that, in my opinion, your critic hardly makes it sufficiently

clear to your readers what the scope and purpose of the book is. The last paragraph of his review might indeed lead them to conclude that it aimed at covering the same ground as the well-known and valuable books of Koschwitz (*Anleitung zum Studium der französischen Philologie*) and Rossmann (*Ein Studienaufenthalt in Paris*). This is not the case. My book differs from theirs in not giving any instructions as to the object and methods of the scientific and practical study of French: it contains a list, accompanied in many cases by brief appreciative or critical remarks, of such books on French language, literature, and life in its various aspects as students and teachers will do well to refer to.

The list is divided into twenty-eight chapters with the following headings: Bibliographies; Encyclopædias; Periodicals; Literature generally; Books and Manuscripts; Collections of extracts; French folklore; Language generally; Phonetics; History of the French language; Old French; French dialects; Provençal; the teaching of French; French pronunciation; French spelling; Modern French grammar; various hand books for the study of French; Colloquial French; French composition; French dictionaries; French metre; Education in France; French society, institutions and manners; French history; French art; Geography of France.

I have endeavoured to include in my list all such publications (especially such written in French, English, and German) as will be most helpful to students and teachers, without desiring to provide a bibliography for scholars pursuing research in any particular branch of the study of French. I do not doubt that my selection could be improved by omissions as well as additions, nor do I expect the book to be free from errors, either material or typographical.

I wish, therefore, in conclusion to repeat what I said in the preface of my publication: that any corrections from persons interested in the study of French will be gratefully received and used by me to improve the book, should a second edition of it become necessary.

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